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ABSTRACT

Fall 1985 and Spring/Fall 1986 issues of the History of Higher Education Newsletter are presented. Contents of the two issues include: comments by Lester F. Goodchild on George Keller's article on research about higher education that appeared in 1985 in "Change" magazine; a guest editorial by Lewis B. Mayhew on the field of higher education; a discussion on the evolution of the book "Learning to Heal," by the author Kenneth Ludmerer, based on his observations about learning approaches in medical education and practice; a list of 88 dissertations related to the history of higher education between 1984 and 1985; descriptions of the history of higher education sessions at the 1985 and 1986 meetings of the Association of Higher Education (ASHE), as well as history of higher education papers scheduled for presentation at the 1987 meetings of ASHE and the American Educational Research Association; new book announcements; information about the "History of Higher Education Annual"; and a bibliography of research on the history of higher education from January 1984 to November 1985, including books and articles on institutional histories, curriculum, and general and topical issues. (SW)

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HISTORY OF HIGHER EDUCATION NEWSLETTER
Sponsored by the Historians of the
Association for the Study of Higher Education

Vol. 6, Nos. 1 & 2, Fall 1985

[and]

Vol. 7, Nos. 1 & 2, Spring/Fall 1986

Editors

Lester F. Goodchild
Charles M. Stanton

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HISTORY OF HIGHER EDUCATION NEWSLETTER

Sponsored by the Historians of the
Association for the Study of Higher Education

Vol. 6, No. 1 & 2 Fall 1985

To Those Interested in the History of Higher Education

Through this newsletter, we hope to increase communication among those scholars interested in the history of higher education. Your participation in furthering the study and research about this area will extend our knowledge about academe. We hope you will find the History of Higher Education (HHE) Newsletter useful in achieving this goal.

In 1980, the historians of the Association for the Study of Higher Education (ASHE) began a newsletter to inform others about their activities and interests. Ed Duryea and Charlotte Shea as successive editors provided the means to continue an academic forum concerned with the history of higher education at ASHE's annual meetings. We intend to build on their efforts with this expanded newsletter. We hope to enlarge this forum to include all those with a scholarly interest in this area. In this way, we believe more interest, participation, and research may be encouraged among scholars, administrators, students, and others.

In pursuit of this effort, this newsletter will cover nine areas of interest: (1) a guest editorial section; (2) an announcement of the theme and topic of the historians' session at the annual ASHE meeting; (3) a network section to build an umbrella organization between the ASHE historians and members of other associations or organizations and to inform each other about our research or common interests; (4) a review of the recent research in the history of higher education, including both books and articles; (5) a section on forthcoming works about higher education; (6) a section for announcements from the History of Higher Education Annual; (7) a section on the availability of grants and funding for the various groups of our membership; (8) a section on archives and the educational historian; and (9) a section acknowledging approved dissertation proposals and completed dissertations concerned with the history of higher education.

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HHE Newsletter will be published semi-annually--late fall and early spring. Please send any communication for the newsletter to Les Goodchild.

EDITORIAL: "A Tree in Need of Pruning" by Lester F. Goodchild

In the January-February 1985 issue of Change magazine, George Keller's "Trees without Fruit: the Problem with Research about Higher Education" challenged the current character and quality of research about higher education. He claimed it lacked impressive scholarship or pioneering thought. He believed researchers had opted for social science research methods because of their predictive power attraction rather than qualitative approaches. Underlying this critique is Keller's own bias toward the study of management science, which he evidenced eloquently in his important work, Academic Strategy (1983). It was not surprising therefore that his new research agenda called for many practitioner-oriented issues. Such an orientation is making greater headway among educators who are attempting to revise the study of higher education (Dill and Morrison, 1985). More surprising was Keller's desire for impressive scholarship and pioneering thought which might be "useful, important, or daring in scope." He believed such efforts require a multidisciplinary orientation focused on interpretive rather than predictive outcomes. Perhaps more than any other research orientation within the study of higher education, the historical study of higher education may best answer his call, given its multidisciplinary and interpretive approach. However, research within the history of higher education has lacked crucial theoretical or evaluative efforts. This lack of sufficient husbandry has resulted in its growth in any and every direction. It is time for the tree to be pruned.

In reviewing the historical studies about higher education for this issue of the newsletter, some interesting research patterns appeared. During the past two years, 94 works (60 books and 34 articles) were published. Approximately one-half of the books (30) and articles (13) focused on institutional history. On the other hand, 22 books and 17 articles evidenced the more difficult study of general or topical issues in higher education (see Review of Research, p. 4). Notably absent in this plethora of research were any evaluative or methodological studies. What constitutes good institutional history or thematic studies? Are standard historical methods sufficient to analyze academic issues and settings? In other words, are there educational ideas or concepts which contribute essential perspectives to the study of higher education? Does the educational historian contribute something beyond a historical study of educational issues? At stake in these questions is the very authenticity of education as a discipline itself. These issues point to one crucial mandate facing us all. What should be the research agenda for the historical study of higher education?

Answering such a question will assist our colleagues and graduate students in determining their future research topics. With some consensus on this issue, more meaningful studies, similar to Frederick Rudolph's Curriculum (1981), may appear. We hope our session at the annual ASHE meeting which focuses on the historical background of the themes of the 1985 AAC report furthers this effort. In essence, we as educational historians need to demonstrate how our pure or applied inquiry benefits others. How does our research extend knowledge or assist in resolving complex dilemmas facing both internal and external higher education constituencies?

Keller's message thus encourages us to establish an agenda which promotes quality within our research. With some effort, we may prune the branches which are sapping our resources. In this way, our tree may continue to be laden with lush fruit.

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Dill, David D., and Morrison, James L. "EdD and PhD Research Training in the Field of Higher Education: A Survey and a Proposal." The Review of Higher Education 8 (Winter 1985):169-86.

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Rudolph, Frederick. Curriculum: A History of the American Undergraduate Course of Study. Carnegie Council on Policy Studies in Higher Education. San Francisco: Jossey-Bass Publishers, 1981.

The editors invite guest editorials under 1,000 words from others concerned about issues in higher education. The editors reserve the right not to accept a guest editorial. Please send copies to Les Goodchild and Charles Stanton.

HISTORY OF HIGHER EDUCATION SESSION AT ASHE MEETING

At the ASHE annual meeting in San Antonio, Texas from February 20 to 23, the ASHE historians will present a symposium focused on the 1985 AAC report on the college curriculum.

Title: "Responding to the 1985 AAC Report, 'Integrity in the College Curriculum': A Historical Analysis of its Themes from the Greeks to the Present."

Convener: Charles M. Stanton, St. Louis University

Presenters: Paper 1: "On the Concept of a Common Education in the Hellenic and Hellenistic World," Charles M. Stanton

Paper 2: "The Professoriate, the Curriculum, and the Expectations during the Middle Ages, the Renaissance, and the Modern Era," Lester F. Goodchild, DePaul University

Paper 3: "The Contemporary Context: Nineteenth and Twentieth Century Dilemmas," John Reid, University of North Carolina, Greensboro

Discussant: Clifton F. Conrad, University of Arizona

With the publication of the AAC report, "Integrity in the College Curriculum," in February of 1985, the members of ASHE had little opportunity to give the report serious study before the meeting. Given the periodic nature of challenges against the American college curriculum, the historians believed that the themes espoused in the AAC report needed to be identified and explicated within their historic contexts. Such an analysis points to the enduring content and structure of the curriculum of higher studies over the ages.

The purpose of the panel is to present historical views of curriculum as they relate to our present condition. Values, perspectives, and issues in the curricular area, especially in liberal education, have persisted from the Athens of Plato and Isocrates to the present, yet we continue to debate them as if they were new to our generation. The papers delivered and the discussion that they engender have the potential of placing modern evaluations of a common liberal education in the perspective of time and context and enduring human values.

After the session, the historians will gather for their annual meeting. At the meeting, we hope to discuss the reactions to the HHE Newsletter, support for the History of Higher

Education Annual, and next year's topic for the ASHE historians' session. The place and time for a luncheon meeting (if the session is in the morning) or for pre-dinner wine and cheese meeting (if the session is in the afternoon) will be announced at the end of the session and posted in advance. Looking forward to seeing you there.

NETWORKING

At the ASHE meetings during the past two years, the number of historians able to meet and discuss various issues has remained under twenty persons. While this group has supported and maintained the forum for higher education historians, we hope the newsletter might be able to bridge the gap between those in attendance and the many others in academe, in administration, in historical associations, within the student body, and others unable to attend. There are over 100 persons actively interested in the history of higher education. Indeed, in just the past two years, some ninety-one works have been published. The editors hope to extend the ASHE forum to all those in other associations or fields of study. To begin this process, we have sent this newsletter to over 300 persons who have produced scholarly works associated with the history of higher education or been interested in pertinent research. Moreover, we will include a questionnaire for you to begin this process in the next issue. It is our belief that through a concerted effort the study of American higher education may be advanced among the present and the future scholars of education and history.

Personals

Please send us any information relating to your professional interests or developments.

REVIEW OF RESEARCH FROM JANUARY 1984 TO NOVEMBER 1985

Since the last publication of the HHE Newsletter in February of 1984, the publications concerning the history of hihger education have been extensive: some 59 books and 33 articles. This research review is divided by books and articles. We classified them in four divisions: (1) general and topical issues, (2) institutional histories, (3) curriculum, and (4) miscellaneous. The numbers after these divisions indicated the numbers of works in each area.

I. Books

A. General/Topical Issues (23)

Craig, John E. Scholarship and Nation Building: The Universities of Strasbourg and Alsatian Society, 1870-1939. Chicago: University of Chicago Press, 1984, 515 pp.

Ferruolo, Stephen C. The Origins of the University: The Schools of Paris & Their Critics, 1100-1215. Stanford: Stanford University Press, 1985, 392 pp.

Finkelstein, Martin J. The American Academic Profession: A Synthesis of Social Scientific Inquiry Since World War II. Columbus: Ohio State University Press, 1984, 289 pp.

FitzGerald, S.J., Paul A. The Governance of Jesuit Universities in the United States, 1920-1970. Notre Dame: University of Notre Dame Press, 1984, 310 pp.

Gerdeman Thompson, Jo Ann. The Modern Idea of the University. New York: Peter Long Publishing, 1984, 279 pp.

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Horowitz, Helen Lefkowitz. Alma Mater: Design and Experience in the Women's Colleges from Their 19th Century Beginnings to the 1930's. New York: Alfred A. Knopf, Inc., 1984, 448 pp.

Howe, Florence. Myths of Coeducation: Selected Essays, 1964-1983. Bloomington, IN: Indiana University Press, 1985, 306 pp.

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Westmeyer, Paul. A History of American Higher Education. Springfield, IL: Charles C. Thomas, 1985, 177 pp.

Wiegand, Wayne A. Leaders in American Academic Librarianship, 1925-1975. Chicago: American Library Association, 1984, 419 pp.

Wilson, John T. Academic Science, Higher Education, and the Federal Government, 1950-1983. Chicago: University of Chicago Press, 1984, 116 pp.

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Ball, Larry D., and Clements, William M. Voices from State: An Oral History of Arkansas State University. Edited by Ruth Hawkins. State University, AK: Arkansas State University, 1985, 208 pp.

Block, M. H. Cambridge University Press, 1584-1984. New York: Cambridge University Press, 1984, 343 pp.

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Boney, F. N. A Pictorial History of the University of Georgia. Athens, GA: University of Georgia Press, 1984, 262 pp.

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Gallot, Mildred B. G. A History of Grambling State University. Lanhan, MD: University Press of America, 1985.

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Kannerstein, Gregory, ed. The Spirit and the Intellect: Haverford College, 1833-1983. Haverford, PA: Haverford College, 1984, 152 pp.

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McMath, Jr., Robert C., and others. Engineering the New South: Georgia Tech, 1885-1985. Athens, GA: University of Georgia Press, 1985, 576 pp.

Moffatt, Michael. The Rutgers Picture Book: An Illustrative History of Student Life in the Changing College and University [1776-1985]. New Brunswick, NJ: Rutgers University Press, 1985, 250 pp.

Montgomery, James Riley; Folmsbee, Stanley J.; and Greene, Lee Seifert. To Foster Knowledge: A History of the University of Tennessee, 1794-1970. Knoxville, TN: University of Tennessee Press, 1984, 496 pp.

Mueller, Hermann R. Missionaries and Muckrakers: The First Hundred Years of Knox College. Champaign, IL: University of Illinois Press, 1984, 352 pp.

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Raichle, Donald R. New Jersey's Union College: A History, 1933-1983. Cranbury, NJ: Fairleigh Dickinson University Press, 1984.

Reid, John G. Mount Allison University: A History to 1963. Vol. 1: 1843-1914. Vol. 2: 1914-1963. Toronto: University of Toronto Press, 1984, 544 pp.

Skardon, Alvin W. Steel Valley University: The Origin of Youngstown State. Youngstown, OH: Youngstown State University, 1984, 288 pp.

Smart, James G. Striving: Keene State College, 1909-1984: The History of a Small Public Institution. Keene, NH: Phoenix Publishing, 1984, 350 pp.

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Duffy, John. The Tulane University Medical Center: One Hundred and Fifty Years of Medical Education. Baton Rouge, LA: Louisiana State University Press, 1984, 280 pp.

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Tetlow, S.J., Joseph A. "The Jesuit's Mission in Higher Education: Perspectives and Contexts." Studies in the Spirituality of Jesuits 16 (January 1984):1-111.

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Vessuri, Hebe M. C. "The Search for a Scientific Community in Venezuela: From Isolation to Applied Research." Minerva 22 (Summer 1984):196-235.

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Hall, Mitchell K. "'A Crack in Time': The Response of Students at the University of Kentucky to the Tragedy at Kent State, May 1970." The Register 83 (Winter 1985):36-63.

James, Thomas. "'Life Begins with Freedom': The College Nisei, 1942-1945." History of Education Quarterly 25 (Spring-Summer 1985):155-74.

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Roop, David D. "Collegiate Cavalry: R.O.T.C. at the University of Arizona, 1921-1941." Arizona & the West 27 (Spring 1985):55-72.

Shinn, Terry. "Reactionary Technologists: The Struggle over the Ecole Polytechnique, 1880-1914." Minerva 22 (Autumn-Winter 1984):329-45.

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C. Curriculum (1)

Rabkin, Yakov M., and Levi-Lloyd, Ann. "Technology and Two Cultures: One Hundred Years of Engineering Education in Montreal." Minerva 22 (Spring 1984):67-95.

D. Miscellaneous (2)

Peeps, J. M. Stephen. "A B.A. for the G.I. . . . Why?" History of Education Quarterly 24 (Winter 1984):513-25.

Silver, Harold. "Historian in a Policy Field: A British Chef in Paris?" History of Education Review 14, no. 14 (1985):1-11.

FORTHCOMING WORKS

Kimball, Bruce. Orators and Philosophers: A History of the Idea of Liberal Education. New York: Teachers College Press, January 1986, 272 pp.; $19.95 (cloth).

From the publishers: "This seminal work traces the history of the idea of liberal education from antiquity to contemporary American higher education in terms of a unique and provocative typology. Kimball demonstrates that there have always existed two very different meanings of the term 'liberal education': the tradition stemming from the 'orators' which stresses commitment to a body of traditional and civic knowledge; the version of the 'philosophers' from which our modern notions of specialized research and formal analytic thinking originate."

Bruce Kimball is Dean of Morse College at Yale University and is currently doing research as a Liberal Arts Fellow at Harvard Law School.

HISTORY OF HIGHER EDUCATION ANNUAL

Subscriptions to the 1985 Annual

The editors of the History of Higher Education Annual, which is the only journal dedicated to the historical study of higher education, asks previous subscribers or new subscribers to order their issue now. The 1985 volume provides the finest research and analysis of issues associated with the history of higher education at the price of $10 (domestic) or $12.50 (overseas and Latin America). Please send your name, title, and address to: History of Higher Education Annual, FES-367 Baldy Hall, Amherst Campus, University at Buffalo/SUNY, Buffalo, NY 14260. Enclosed check should be made payable to: "Faculty Educational Studies, SUNY Buffalo."

Call for Manuscripts for the 1986 Annual

The editors would also welcome manuscripts for the next issue of the Annual. Please submit your work in triplicate. Only one copy of the manuscript should have a cover letter stating the name and institutional affiliation of all authors, since the manuscripts are referred anonymously. Please send all correspondence and manuscripts to: Alan Karp, Box 131, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027.

OTHER CONCERNS

The next issue of the HHE Newsletter will also include other matters of interest for your research and information. First, we thought a section on grants and funding would be useful for all those doing historical or archival work. Second, another section will focus on archives, for example, highlighting more exemplary repositures for history of higher education research or discussing productive archival techniques. Third, we hope the newsletter encourages a greater awareness of historical research in the area of higher education. In this effort, we shall announce pertinent approved doctoral proposals and completed dissertations of graduate students in higher education programs or other departments from universities within the country. Please send us information on either.

A PERSONAL THANKS

Over the years, Ed Duryea as professor of higher education, Faculty of Educational Studies, at the University at Buffalo/SUNY has been the driving force to maintain some channel of communication among the historians of higher education. His efforts through the HHE Newsletter or the ASHE history sessions have continued the scholarly traditions which the academe sets as its standards. We would like to take the opportunity to thank him for his enthusiasm and concern for the development of the historical study of higher education. As he retires from his professorship at Buffalo/SUNY. We want to assure him that his efforts have been appreciated and brought forth good fruit.

The ASHE Historians

HISTORY OF HIGHER EDUCATION NEWSLETTER

Sponsored by the Historians of the
Association for the Study of Higher Education

Vol. 7, No. 1 & 2 Spring/Fall 1986

To Those Interested in the History of Higher Education

In this issue of the History of Higher Education Newsletter, we offer our readers some challenging opinions and helpful information about the historical study of higher education. A guest editorial from Lewis Mayhew and reflections from Kenneth Ludmerer contribute insightful discussions about the field of higher education. A section listing 88 dissertations related to the history of higher education between 1984 and 1985 demonstrate the robust quality of new research in our field. Other sections of the Newsletter describe the History of Higher Education sessions at the 1986 ASHE meeting, the history of higher education papers to be given at the 1987 ASHE and AERA meetings, new book announcements, a new archival and repository aid, and information about the History of Higher Education Annual.

GUEST EDITORIAL

Lewis Mayhew needs little introduction to the readers of the HHE Newsletter. His many articles and books on the myriad facets of higher education have informed and challenged scholars and practitioners in the field for several decades. He belongs to a handfull of researchers who have earned the title "expert" in the field. At the core of his writings lies the discipline of history. It comprised the substance of his graduate work and determined his initial teaching assignment at Michigan State University. Now in semi-retirement as Professor of Higher Education at Stanford University, he continues to teach part-time and instruct the rest of us through his writings. I use the term "semi-retirement" loosely, for it is inconceivable to those of us who know him to imagine him cutting down his dedication to the academic passion which absorbed the major part of his professional career. We asked Lew for some thoughts on the historical study of higher education. Brace yourself for vintage Mayhew. --C.M.S.

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"WHY"

by Lewis B. Mayhew

Those whose lives are caught up in the processes of higher education, whether as professors, presidents, prospective benefactors, or state legislators who must appropriate funds to create and sustain higher education, seem to believe it could be one of the mainstays of American civilization and one of the forces enabling United States science, technology and the arts to flourish. The early settlers of Massachusetts--once basic needs for food, shelter, and protection had been created--then turned their attention to the creation of a college which would provide needed leaders and contribute to the general culture. Several centuries later James Perkins could, in all seriousness, proclaim that higher education was the pivotal institution in an increasingly complex and sophisticated society.

However, if such beliefs were valid, one could wonder why higher education has stimulated so little historical analysis and interpretation and, in a parallel vein, why higher education has rarely been interpreted charitably in fiction. There are, assuredly, a few reasonable insightful histories of the American college or the American university, a few penetrating histories of institutions, and a few histories of types of institutions such as liberal arts colleges or publicly supported two-year community junior colleges. But when one compares the historical output with regard to the institution of higher education with the historical output of other major components of American society, the historical coverage is scant indeed. In my study I have about thirty-six volumes which attempt to deal directly with the history of American higher education. I have five times that many volumes dealing with various aspects of World War II and perhaps ten times that number of volumes interpreting the American Civil War. It is further my impression that histories of religious institutions far exceed histories of educational institutions, and the same could be said with respect to business, trade unionism, art, literature, and, of course, national political and diplomatic development. I also have found that the bulk of the novels I have read interpreting higher education end up with almost a caricature of a conception of higher education carried around in the minds of presidents and administrative officers.

A related point is revealed in the unstated, but nonetheless real, policy of Jossey-Bass, Incorporated (the biggest publisher of works dealing with higher education) that historical works simply don't sell well enough to be profitable for that publisher. He observes that neither professors nor administrators are really interested in reading the history of some important aspect of their enterprise. My own guess is that only a handful of the approximately 700,000 professors in the United States in 1986 would read or be interested in reading historical treatments of that to which they have devoted their professional lives.

Such a low estate is certainly not new. In 1971, I attempted to interpret all of the work published that year which dealt with higher education. In that monograph I remarked "with so much introspection about the nature of collegiate institutions, it is remarkable that so few historical interpretations have emerged recently. The last of major consequence was Laurence R. Veysey's The Emergence of the American University (Chicago: University of Chicago Press, 1970) which provides historical support for a belief in the centrality of colleges and universities in the American life. That thesis is supported by another major work, which while not essentially historical, makes considerable use of historical materials and trends. That book of course is Christopher Jencks and David Riesman's The Academic Revolution (New York: Doubleday, 1968)."[1] While some authors used historical materials, virtually none of the over 100 major reports of the Carnegie Commission on Higher Education focused on historical aspects of that activity. There are several different interpretations which might account for the sparse historical treatment of higher education in the United States. The first is simply that perhaps institutional and higher education is not nearly as

[1]Lewis B. Mayhew, The Literature of Higher Education (San Francisco, Jossey-Bass, Incorporated, 1971) p. 8.

important as those involved in it believe it to be. It may be that higher education--and even education--is an important institutionalized activity that achieves reasonably well some objectives but which is not, nor never has been, an exotic contribution to the intellectual, cultural, or professional life of the society. It might be that histories of efforts to develop literacy and to prepare people for vocations does not attract the interest of readers who would be intrigued by the history of medicine or the history of espionage.

A second interpretation might be that the nature of a higher education is essentially utilitarian and that literature concerning it that would attract attention would deal with matters of finance, governance or student behavior as ongoing problems which could be comprehended without understanding how such matters have evolved over time in a complex historical context in the United States. Presidents want information about personnel development, long-range planning, and budgeting, but will not take the time to ponder how the concept of academic freedom has evolved since the days of the medieval universities.

A third interpretation might be that the professional, historical study of higher education has not attracted the interest of the most insightful, most literate, most comprehending, and perhaps the most intelligent of people who devot their professional lives to the functioning of higher education. The big rewards in higher education go to professors of academic disciplines, to deans and presidents who attempt to set direction, and to those specialists who understand and can control the perplexities of the important matters of budgeting, deficit deduction, fund raising and political action. In a sense it might be argued that those several hundred professors of higher education are marginal. They exercise little influence on the progress of higher education compared to the hundreds of thousands of professors of academic subjects and the thousands of senior administrators. The small number of those professors who concentrate on historical issues are just too far removed from the mainstream of professional influence on higher education.

Still a fourth interpretation, which is somewhat more charitable, might suggest that the history of higher education presents fragmented documentation because the field of study is still quite new. It has not trained succeeding cadres of people emersed in broad historical understanding who can then build on that understanding from an expanded context. This point of view suggests that since the professoriate in higher education is only 25 to 30 years old and the professoriate for the history of higher education is younger still, the situation might change during the next half century, given time, institutional interest, and some reasonably viable means of financing historical study.

Two questions may now be raised. First, is an improvement in quality coverage and volume of historical works concerned with higher education particularly desirable? Second, if it is desirable, how might that improvement be generated? The best argument for the first question is that reasonably insightful historical treatment of various matters within higher education might inform practice and help, over time, to improve practice. Thus, histories of the college presidency might contribute something to the improvement of the selection and initiation of individuals into that position. Well-developed histories of the rise and fall of collegiate enrollments over time could conceivably provide some perspective of those changes which in turn could facilitate planning for rational, and not hysterical, reactions to even quite radical enrollment shifts. It is likely that purists among the history of higher education brethren would find this instrumental interpretation bothersome, but I am persuaded that only through discovering instrumental virtues of higher educational history does it stand much of a chance of instructing and improving decisions.

With respect to the second question, such things as the evolution of a small group of members of the Study of Higher Education into a historical enclave is a first step. A second step might be taken within the 80 some odd programs in higher education across the country. These programs might very well add a historical dimension to be offered not by former practitioners and the like, as is so often the case, but by persuading respected and insightful members of history departments to consider devoting attention to historical research concerning higher education and to offering such courses.

However, the most important way by which the quality of historical study might be improved would be for those responsible for programs in higher education to encourage

relatively straight and orthodox historical dissertations to be written, uncontaminated with the many ill-digested and frequently irrelevant theories oozing out of the more active social sciences. My own reading of recent historical articles suggests that they would have been vastly improved without the jargon and complex nomenclature of sociology, political science, anthropology, and economics. The case can be illustrated with Christopher Jencks and David Riesman's The Academic Revolution which is a blend of history and sociological insight without being burdened with the theoretical and nomenclature impedimentia of academic sociology.

(The editors invite guest editorials under 1,000 words from others concerned about issues in higher education. The editors reserve the right not to accept a guest editorial. Please send copies to Les Goodchild and Charles Stanton.)

VIEWS FROM THE AUTHOR

Dr. Kenneth Ludmerer successfully combines two professional interests, the practice of medicine and scholarship in history. In his unique situation at Washington University, Saint Louis, he is an associate professor in the Department of Internal Medicine and the Department of History. With this unusual background in both disciplines, he has produced two books on the history of medicine. His more recent effort, Learning to Heal: The Development of American Medical Education, offers "a brilliant reinterpretation of the origins of modern medical education in the United States" (American Historical Review, June 1986, p. 747). "The result is a new and original synthesis that in all probability will become the definitive work on the subject" (Reviews in American History, in press). As such it adds a new chapter in the historical study of higher education, for Ludmerer argues that the advancement of medical education is intertwined with the evolution of the American university as a research center and professional school, par excellance. Because of his unique background and the acclaim of his recently published book, we asked Dr. Ludmerer to reflect on its preparation. --C.M.S.

"On Writing LEARNING TO HEAL"

by Kenneth Ludmerer

It is an honor to be asked to discuss the evolution of Learning to Heal for readers of the Newsletter. The book arose from my experiences both as a physician and as a historian. As a physician, I knew that there was a profound difference between learning by watching and learning by doing. Didactic instruction through lectures, demonstrations, and textbooks are a poor substitute for the direct personal learning acquired through laboratory work and clinical clerkships. Thus, I was struck by a profound change that occurred in American medical education after 1870. Before that date instruction at every American medical school was by lecture alone. In the early 1870s, however, medical educators across the country began clamoring that lectures must be replaced by laboratory and bedside training. Didactic instruction was exchanged for personal experience.

As a historian, I was impressed with how explicitly the leaders of medical education in the 1870s began espousing a new philosophy of medical education. In essence, they employed the same concepts that John Dewey and others developed and subsequently incorporated into the progressive education movement. Students were to be active participants in learning; the goal was not the memorization of facts but the development of critical thinking. This meant to me that our understanding of the origins of progressive education had to be re-evaluated, if only because medical educators anticipated in the 1870s what occurred throughout the educational scene in the decades after 1890.

In researching the book, my most important sources were archival records of the schools, hospitals, and medical educators of the late nineteenth and early twentieth centuries. This necessitated considerable legwork--I visited over thirty cities in my research--

but ultimately I was able to obtain archival material from approximately three-quarters of the schools that existed at the time of the Flexner Report of 1910. My most precious records were those of schools that went out of business--the issue of why some schools succeeded and others failed was central to the project.

Conducting the archival research constituted a formidable methodological challenge. One problem was posed by the sheer volume of material present at many schools and hospitals. This was a problem primarily at the beginning rather than the middle or end of the research. Early in the project, it might have taken me a month to get through the archives of a school with extensive records. Later on, however, I could get through the same volume of material in two or three days. This was strictly a matter of experience. After having studied the records of several schools, I could scan through material very quickly, usually telling at a glance whether a particular record or document would be worth reading. A second problem was the logistical one of traveling to so many cities. Research grants helped defray the travel expenses, and I was regularly able to combine research with trips I was planning to make anyway. For instance, while I was in Minneapolis for a historical meeting, I stayed an extra three days to visit the University of Minnesota Archives. In a similar fashion I took advantage of many other trips I would have made anyway to conduct archival research while I was there.

Another methodological problem was that of locating the archival materials. This was particularly challenging in the case of medical schools that are now extinct. In some cases the associated college or university survived, and often I was able to find documents at the surviving institutions. For instance, Bowdoin, Drake, Southern Methodist, and Washburn all had medical schools in the early twentieth century; records of these medical schools have been preserved in the archives of the surviving college. In other cases records would be transferred to a strong medical school in the same city. For instance, the University of Cincinnati Archives contains records of several now defunct medical schools that once operated in Cincinnati. Sometimes detective work was necessary to locate records. For example, I was astounded to learn that Columbia University had no knowledge of the whereabouts of the early records of its medical school. I surmised that if the documents still existed, they might not have been moved from the dean's office. I contacted the dean of the medical school, and to the surprise of both of us, there they were--in a dusty, forgotten, unused safe in an obscure corner of his office!

For all the logistical inconvenience, the archival research was central to the project because it led to a number of unexpected findings that I never would have made had my research been confined to published sources. Among these three were foremost. First, I found that the present system of American medical education was in place by 1900--years before Abraham Flexner set foot inside a medical school. Mythology holds that our present system of medical education resulted from the famous "Flexner Report" of 1910, but this is a fiction that must be discarded. Second, I discovered that the limiting factor in medical education from the very beginning of the modern era was funds. "Learning by doing" is an economically inefficient form of education; sophisticated facilities and a large teaching staff for individualized supervision and instruction are required. For the most part schools succeeded or failed depending on their ability to raise money. Finally, I discovered that the leaders of educational reform were medical scientists (and not private practitioners or the American Medical Association), most of whom had been trained in the medical laboratories of Germany. The reformers had a dual mission: in addition to seeking to improve medical teaching, they wanted to "professionalize" their disciplines and make academic medicine a secure career in this country. Their closest allies were the first and second generation university presidents. In other words, the development of modern American medical education was interconnected with the movement of medical education into universities, the rise of American medical research, and the creation of career opportunities in academic medicine. This was part of a broad movement in American higher education at the turn of the century, for academic physicians encountered the same problems and challenges as discipline-builders in every scholarly field of the period.

If there is a lesson from Learning to Heal that looms larger than any other, it is that the quality of medical education--like all forms of education--is dependent on the institutional context in which it is conducted. A school can desire to provide its students laboratories, clerkships, and individualized instruction, but it can succeed in doing so only if it has enough money and material resources to make these opportunities possible. In addition, for good teaching to thrive, a school must value the importance of teaching. At most medical schools since 1920--as at most colleges and universities--lip service has regularly been given to the importance of teaching, but the rewards of promotion, higher salary, and tenure have been earned much more readily for research than for teaching. Research has thrived in American medical schools throughout the twentieth century, but often to the detriment of good teaching. This situation, I believe, reflects broader values of American society--consider the low salaries and low prestige accorded the entire teaching profession in America. In the history of medical education there are lessons for us all to ponder.

NEW BOOK ANNOUNCEMENTS IN 1986

Daniel C. Levy, Higher Education and the State in Latin America: Private Challenges to Public Dominance, Chicago: University of Chicago Press, 1986, xvii-434, $27.50.

David O. Levine, The American College and the Culture of Aspiration, 1915-1940, Ithaca, N.Y.: Cornell University Press, 1986, 1-281, $29.95.

Roger L. Geiger, To Advance Knowledge: The Growth of American Research Universities, 1900-1940. New York: Oxford University Press, 1986, x-325, $27.50.

HISTORY OF HIGHER EDUCATION DISSERTATIONS, 1984-1985

Since 1984, doctoral candidates in education completed many historical studies about higher education. Indeed, 88 Ph.D. and Ed.D. dissertations are indexed in the Dissertation Abstracts International 44 (May 1984) to 47 (July 1986). We have classified them into seven categories: (1) General/Topical Issues, (2) Biography, (3) Multicampus Studies, (4) Institutional Histories, (5) Curriculum, (6) Student Life, (7) Miscellaneous.

1. General/Topical Issues (24)

Abbott, Frank William Charles, Ph.D. "The Origin and Foundation of the Canadian Association of University Teachers." University of Toronto, 1985.

Bartlett, Dennis Alan, Ed.D. "The Evolution of the Philosophical and Theological Elements of the Jesuit Ratio Studiorum: An Historical Study, 1540-1599." University of San Francisco, 1984.

Connor, Lyman Alexander, Ph.D. "The Impact of Affirmative Action on the Employment Practices in Pennsylvania's State System of Higher Education, 1974-1984." University of Pittsburgh, 1985.

Cook, Wayne Sumner, Ph.D. "Precedents for Federal Action in Higher Education, 1862-1950." State University of New York at Buffalo, 1984.

Czesak, Katherine Dorothy, Ph.D. "Paradigms of Scholarship." Wright Institute, 1984.

Dekel, Aviva Lynn, Ph.D. "The Idea of a Jewish University." George Peabody College for Teachers of Vanderbilt University, 1984.

Fisher, Lois, Ph.D. "State Legislatures and the Autonomy of Colleges and Universities: A Comparative Study of Legislation in Four States, 1900-1979." University of Chicago, 1984.

Frederick, Robert Edivin, Ed.D. "Intercollegiate Football Success and Institutional Private Support: A National Study of 81 Public Universities, 1965-1979, and a Case Study of the University of Kansas, 1947-1981." University of Kansas, 1984.

Hibbitts, Wanda Best, Ph.D. "Faculty Salaries and Selected Academic Events, 1636-1975: An Application of Schumpeterian Economic Cycle Theory." Southern Illinois University, at Carbondale, 1984.

Kent, Lori Ann, Ph.D. "The Expansion of American Higher Education, 1880-1920: Status Maintenance for the Elite or Human Resource Development for the Country." University of Washington, 1984.

Kerr-Tener, Janet Cecile, Ph.D. "From Truman to Johnson: Ad Hoc Policy Formulation in Higher Education." University of Virginia, 1985.

Miller, Gary Edward, Ed.D. "The Meaning of General Education and the Development of the General Education Paradigm and Practices." Pennsylvania State University, 1985.

Mills, Fred B., Ph.D. "The Impact of the Age Discrimination in Employment Act of 1967, as Amended, on the Employment Policies and Practices of Institutions of Higher Education." Boston College, 1984.

Mohr, Joland Ethel, Ph.D. "Higher Education and the Development of Professionalism in Post-Civil War America: A Content Analysis of Inaugural Addresses given by Selected Land-Grant College and University Presidents, 1867-1911." University of Minnesota, 1984.

Morgan, Alda Clarke Marsh, Ph.D. "Academic Freedom in Higher Education: An Historical and Theological Examination of its Place and Function in the Light of Five Cases." Graduate Theological Union, 1984.

Nelson, Karen Christine, Ph.D. "Historical Origins of the Linkage of Academic Freedom and Faculty Tenure." University of Denver, 1984.

Newman, Christy Marie, D.Ed. "A Legal History of Collective Bargaining in Private Higher Education." Boston College, 1984.

Schneider, Richard William, Ph.D. "Unraveling the Indirect Cost Tangle--An Analysis of Indirect Cost Trends and Policy Issues, 1972-1984." University of Delaware, 1985.

Scroggs, E. Jane Ashley, Ph.D. "Long-Range Planning for Oklahoma Higher Education: A Policy Analysis of the 1961 to 1980 Decision Networks." University of Oklahoma, 1984.

Sun, Yen-Chu, Ph.D. "Chinese National Higher Education for Women in the Context of Social Reform, 1919-1929: A Case Study." New York University, 1985.

Temple, Ronald Jacob, Ph.D. "A History of the Emergence of the Urban Two-Year College and Leadership's Perception of its Current and Future Move into Higher Technology Education." University of Cincinnati, 1985.

Vanderhoof, Wesley E. Ph.D. "New Doctrine and Old Discipline: New Haven Theology and the Yale Report." State University of New York at Buffalo, 1985.

Veasey, Columbia, Jr., Ph.D. "Analysis of Changes in the Federal Funding Trends to Higher Education for Basic Research in Space, Solar, and Nuclear Sciences compared to Government and Industry." University of Denver, 1985.

Zam, Gerard Anthony, Ph.D. "The Competition over the Morrill Land Grant Funds in Ohio, 1862-1870." Ohio State University, 1985.

2. Biography (10)

Barker, Linda Ann, Ed.D. "Leadership: Albert A. Lemieux and Seattle University." Seattle University, 1985.

Clark, Sulaymen, Ed.D. "The Educational Philosophy of Leslie Pinckney Hill: A Profile in Black Educational Leadership, 1904-1951." Harvard University, 1984.

Galvez-Hjornevik, Cleta Maria, Ph.D. "James A. Michener: Educator." University of Texas at Austin, 1984.

Gappa, LaVon Mary, Ph.D. "Chancellor James Hulme Canfield: His Impact on the University of Nebraska, 1891-1895. University of Nebraska-Lincoln, 1985.

Rosenstock, Sheldon A., Ph.D. "The Educational Contributions of W(errett) W(allace) Charters." Ohio State University, 1984.

Rumjahn, Miriam Cassandra, Ed.D. "A Chronicle of the Professional Activities of Ralph W. Tyler: An Oral History." Pepperdine University, 1984.

Stathis-Ochoa, Roberta Alice, Ph.D. "The Development of American Higher Education in the West: The Role of the Western Personnel Organization, 1919-1964." Claremount Graduate School, 1985.

Townsend, Lucy Foreyth, Ph.D. "Anna Peck Sill and the Rise of Women's Collegiate Curriculum." Loyola University of Chicago, 1985.

Warren, Nagueyalti, Ph.D. "The Contributions of W.E.B. Du Bois to Afro-American Studies in Higher Education." University of Mississippi, 1984.

Wilkins, Martha Huddleston, Ph.D. "Education and Freedom: The Noble Experiment of Sarah A. Dickey and the Mount Herman Seminary." University of Mississippi, 1985.

3. Multicampus Studies (14)

Abu Khalaf, Hader Abdul Mughue, Ph.D. "The Development of Higher Education in the West Bank (1971-1983)." University of Pittsburgh, 1985.

Arbangbee, Christopher, Ed.D. "Higher Education in the British Commonwealth Nations of West Africa: Survey and Analysis of Events in Gambia, Ghana, Nigeria, and Sierra Leone." George Peabody College for Teachers of Vanderbilt University, 1985.

Browne-Dixon, Inez E. C., Ph.D. "The Historical Development of Higher Education in Bermuda." Andrews University, 1984.

Cable, Nancy Jane, Ph.D. "The Search for Mission in Ohio Liberal Arts Colleges: Denison Kenyon, Marietta, Oberlin, 1870-1914." University of Virginia, 1984.

Darko, Samuel Fordjour, Ph.D. "An Historical Inquiry into the Development of Higher Education in Ghana, 1948-1984: A Study of the Major Factors that have Controlled and Inhibited the Development of the Universities of Ghana." North Texas State University, 1985.

Falu-Pesante, Georgina, Ed.D. "Higher Education Finances: Private Universities in Puerto Rico, 1969-1978." Columbia University, Teachers College, 1983.

Francis, Marlene C., Ph.D. "Religious Roots and Institutional Identity: Continuity and Change in Church-Related Colleges." University of Michigan, 1984.

Hutagaol, Said, Ph.D. "The Development of Higher Education in Indonesia, 1920-1979." University of Pittsburgh, 1985.

Lane, Marilyn Alice, Ph.D. "College Closure: A Comparative Study of Six Oregon Colleges, 1842-1930." University of Oregon, 1984.

Rashedi, Nahid., Ph.D. "History of Iranian Education: Influence of Islam and the West." University of Michigan, 1984.

Reeves, Mary Garwood, Ph.D. "Economic Depression in Higher Education: Emory University, the University of Georgia and Georgia Tech, 1930-1940." Georgia State University, 1985.

Revkin, Amelia Stern, Ed.D. "The Rhode Island Board of Regents for Education, 1969-1981: A Historical Case Study of How a Governing Board Delt with Access to Higher Education." Boston University, 1984.

Rhoda, Richard G., Ph.D. "A Study of Transition in the Governance Structure of Tennessee Higher Education." George Peabody College for Teachers of Vanderbilt University, 1985.

Seaton, Leslie Theodore, Ed.D. "The Rationale for Higher Education in the Reformed Church in America, with Particular Reference to Hope College and its Relationships with New Brunswick and Western Theological Seminaries." Columbia University, Teachers College, 1985.

4. Institutional Histories (18)

Allan, Henry Christopher, Jr., Ph.D. "History of the Non-Residential Degree Program at Illinois Wesleyan University, 1873-1910: A Study of a Pioneer External Degree Program in the United States." University of Chicago, 1984.

Beasley, Joan Helen, Ph.D. "The University of Denver Defines its Purpose: A History of the Junior College and the Community College, 1940-1961." University of Denver, 1985.

Gallagher, Carol Thompson, Ph.D. "A Scottish Contribution to American Higher Education: The Andrew's Society of New York, 1756-1806, and the Founding of King's College." University of Kentucky, 1984.

Hamada, Hiroyuki, Ed.D. "Postwar Martial Arts Program in Japanese Higher Education: Case of Nippon College of Physical Education." College of William and Mary, 1984.

Hilliard, Annie P. Toles, Ed.D. "An Investigation of Selected Events and Forces that Contributed to the Growth and Development of Trinity College, Washington, D.C. from 1897 to 1982." George Washington University, 1984.

Hronek, Pamela Claire, Ph.D. "Women and Normal Schools: Tempe Normal, A Case Study, 1885-1925." Arizona State University, 1985.

Luebke, William Robert, Jr., Ed.D. "The Cultural Impact of a Public Community College on its Community: A Case Study of Modesto Junior College." University of California at Berkley, 1985.

McKeon, Valerie Ann, Ph.D. "History of Saint Anselm College, 1889-1985." Boston College, 1985.

Murphy, Jean Mary, Ph.D. "Analysis of the Curriculum of Thomas More College: An Historical Perspective." Fordham University, 1984.

Ohrnberger, June Ellen, Ed.D. "A History of World University." Columbia University Teachers College, 1985.

Preville, Joseph Richard, Ph.D. "Fairfield University: The Emergence of a Modern Catholic Institution." Boston College, 1985.

Ranslow, Paul Byers, Ed.D. "The Survival of Small Private Colleges: The Case of Bradford College." Harvard University, 1984.

Rice, Kathleen George, Ph.D. "A History of Whitworth College for Women." University of Mississippi, 1985.

Richer, Paul Allen, Ed.D. "A History of the Growth and Development of Moberly Area Junior College, 1926-1984." University of Missouri-Columbia, 1984.

Riddell, Steven Gregory, Ed.D. "A History of California Polytechnic State University, 1952-1979." Brigham Young University, 1985.

Schwartz, Rachel Cutter, Ed.D. "The Rand School of Social Science 1906-1924: A Study of Worker Education in the Socialist Era." State University of New York at Buffalo, 1984.

Sterling, Jo Ann J., Ph.D. "The College of St. Francis: An Examination of Institutional Response to Societal Influence from 1925 to 1980." Northern Illinois University, 1984.

Sullivan, R. Mark, Ed.D. "Examining the Process of Closing Public Colleges: The Case of the Tarrington Campus of the University of Connecticut." Harvard University, 1985.

5. Curriculum (13)

Canfield, Muriel Nixon, Ph.D. "The Latin American Institute at Southern Illinois University at Carbondale, 1958-1973." Southern Illinois University at Carbondale, 1984.

Caruso, Annette [illegible].Ed. "Implementing Program Review: An Analysis of the Graduate Program Review Process at the Pennsylvania State University from 1971 to 1983." Pennsylvania State University, 1985.

Clutter, Bill Garland, Ph.D. "A History of the University of Maryland College of Special and Continuation Studies (University College): The Development of a World-Wide Education Program, 1947-1956." American University, 1984.

DiCroce, Deborah Marie, Ed.D. "Ut Prosim--The Balance of Liberal and Useful Education in the American Land-Grant University: A Case Study of Virginia Tech." College of William and Mary, 1984.

Foxx, Virginia Ann, Ed.D. "Watauga College: The Residential College at Appalachian State University." University of North Carolina at Greensboro, 1985.

Frey, Robert Wynn, Ph.D. "Major Motivating Factors and Events that Contributed to the Development of the College of Education of Ohio University." Ohio University, 1985.

Geller, Marjorie, Ed.D. "Developmental Education at Rutgers University, 1969-1981: A Descriptive Case Study." Rutgers University, 1984.

Lowenstein, Arlene Jane, Ph.D. "The Falk Clinic at the University of Pittsburgh, 1931-1983." University of Pittsburgh, 1985.

Neely, William Glenn, III, Ed.D. "An Analysis of Curricular Change at Four-Year United Methodist Church Related Colleges, 1970-1979." University of Georgia, 1985.

Salley, Charles Landrum, Ed.D. "An Historical Survey of the Curriculum of Louisiana College (1906-1983)." George Peabody College for Teachers of Vanderbilt University, 1985.

Schachner, Marcia Kramer, Ph.D. "Western Psychiatric Institute and Clinic of the University of Pittsburgh: Its Years of Research, Teaching, and Service." University of Pittsburgh, 1984.

Stomfay-Stitz, Aline M., Ph.D. "Northern Illinois State University Peace Education: Historical Perspectives, 1828-1983." Stanford University, 1984.

Sunders, Pearl Isolene, Ph.D. Paradigmatic Transformations in College Freshman Composition Instruction from 1960-1980: A Historical Survey." Saint Louis University, 1984.

6. Student Life (10)

Ariosto, Robert Francis, Ed.D. "The Development of Student Services and the Regulation of Extracurricular Student Life at the University of Wisconsin, During the Presidency of Charles R. Van Hise, 1903-1918." Columbia University Teachers College, 1984.

Charlton, David Holland, Ed.D. "Food for Thought: The Collegiate Way of Living." College of William and Mary, 1985.

Herdlun, Richard Joseph, III, Ph.D. "A History of the Role of the Chief Student Affairs Officer at the University of Pittsburgh." University of Pittsburgh, 1985.

Jaks, Robert Kurt, Ph.D. "College Student Employment in the United States." Claremont Graduate School, 1984.

Morris, Stephan Alan, Ed.D. "A History of the Midwest Association of Student Financial Aid Administrators." Indiana University, 1985.

Pekene, Collins Julius, Ph.D. "Student Protests and University Response in Nigeria, 1962-1982: A Case Study of Three Federal Universities." State University of New York at Buffalo, 1984.

Penrod, Michael Ralph, Ph.D. "Patterns of American Student Activism since 1950: A Historical Analysis." Kansas State University, 1985.

Rose, Richard Mansfield, Ed.D. "For our Mutual Benefit: Antebellum Georgia College Student Organizations." University of Georgia, 1984.

Thorn, J. Dalé, Ph.D. "The Settlement of U.S. v. Louisiana, 1980-1982." Florida State University, 1984.

Williams, Darwin Perry, Ed.D. "First Year Academic Achievement of Black and Hispanic Students in a Special Program at an Ivy League University." University of Cincinnati, 1984.

7. Miscellaneous (3)

Adelman, Nancy Elizabeth, Ed.D. "The Study of Educational Change and its Application to Three New Jersey Communities in the Progressive Era." Columbia University Teachers College, 1984.

Long, Douglas Everest, Ed.D. "A Case Study of the Environment and Administrative Structural Adaptation of a College from 1970 to 1980." State University of New York at Albany, 1984.

Smith, Earnestine Psalmands, Ph.D. "A Case Study of a Consortium Process for Developing a Joint Management Information System, 1977-1984." Georgia State University, 1985.

HISTORY OF HIGHER EDUCATION SESSIONS AND MEETING AT THE 1986 ASHE CONFERENCE IN SAN ANTONIO

At the February 1986 ASHE conference in San Antonio, Texas, the historians of higher education presented the following papers:

"State Legislatures and the Autonomy of Colleges and Universities: A Comparative Study of Legislation in Four States, 1900-1979"
Lois A. Fisher, Rutgers University-Newark

"A History and Analysis of Three Innovative Graduate Institutions"
Bonita L. Betters-Reed, Rhode Island College

"Managing Academic Deficiency: A Microanalysis of Nineteenth Century Image Making in American Higher Education"
Ellen M. Brier, University of Illinois, Chicago

"A View from the Portico: Lessons From the Greeks"
Charles M. Stanton, Saint Louis University

"Changes in the Professoriate, the Curriculum, and the Aim of Higher Education from the Middle Ages to the Modern Era"
Lester F. Goodchild, DePaul University

"The Unbearable Lightness of 'Integrity in the College Curriculum' from the View of Nineteenth and Twentieth Century Educational Thought"
John Y. Reid, University of North Carolina-Greensboro.

"Bricks and Morter: Architecture and the Study of Higher Education"
John R. Thelin, College of William and Mary.

After the Saturday session devoted exclusively to the history of higher education, the historians met before dinner to discuss possible topics for the next conference. Approximately ten persons offered the following ideas for next year's conference: (1) shifting paradigms in historical methodology in the history of higher education, (2) the relevance of higher education history to higher education administration, (3) schools of education in Japan with their emphasis on philosophical and historical studies, (4) the theoretical and organizational difficulties in the study of the history of higher education, (5) the history of American higher education as it relates to various applied problems, (6) higher education and the state from historical perspectives, and (7) desegregation with a focus on the black experience and college life. No consensus was reached regarding a theme for next year's session.

The historians were pleased to note that the dissertation of the year award went to Janet Kerr-Tener of the University of Virginia for her historical research on government policy affecting higher education. This meant that the award had been given to promising historians for the past two years:

1985: Lois A. Fisher, University of Chicago
"State Legislatures and the Autonomy of Colleges and Universities: A Comparative Study of Legislation in Four States, 1900-1979"
Chair: Harold S. Wechsler

1986: Janet Kerr-Tener, University of Virginia
"From Truman to Johnson: Ad Hoc Policy Formulation in Education"
Chair: Jennings C. Wagoner, Jr.

Finally, we encourage fellow historians to make plans for attending the 1987 ASHE meeting in San Diego during the month of February.

HISTORY OF HIGHER EDUCATION PAPERS TO BE GIVEN AT THE 1987 ASHE CONFERENCE IN SAN DIEGO

The history of higher education session and other history papers are the following:

History: Ancient, Medieval, Modern
Chair: Sheila Slaughter, University of Arizona

Papers: "The Structure of the Academic Dogma: Ancient History Is Not Just Academic"
William R. Muir, University of Regina, Canada

"Islamic Roots of the Medieval University: A Forgotten Legacy"
Charles M. Stanton, St. Louis University

"The Historical Development of the Teacher-Researcher Ideal in Germany and the United States of America"
William R. Muir, University of Regina, Canada

Discussant: Kathryn M. Moore, Pennsylvania State University

Presidential Selection and Leadership
Chair: Janet Kerr-Tener, University of Virginia

Paper: "Presidential Strategic Decision Making: A Historical Inquiry on the Apex of Effective Executive Leadership in the Academe"
Lester F. Goodchild, DePaul University

Discussant: Joseph F. Kauffman, University of Wisconsin

What do Faculty Want?
Chair: Penny Richardson, University of Southern California

Paper: "Changing Faculty Distribution of their Work Effort: 1968-1984"
Janet H. Lawrence, Robert Blackburn, and Kwangsuk Yoon, University of Michigan

Discussant: Jack Schuster, Claremont Graduate School

State Policy for Higher Education
Chair: Carol Boyer, Education Commission of the States

Paper: "Evolution of Comprehensive State Planning for the Pennsylvania Department of Education"
Peter H. Barland and James Oliver Hunter, Pennsylvania Department of Education

Discussant: Carol Everly-Floyd

Faculties and Administrators Up the Organization

Paper: "Fiction to Fact: College Novels and the Study of Higher Education"
John R. Thelin, College of William and Mary and Barbara K. Townsend, Loyola University of Chicago

We hope to have a luncheon for the history of higher education scholars after the main history session, please send us some notice if you intend to come to the luncheon. Looking forward to seeing you at the ASHE conference between February, 14 to 17.

HISTORY OF HIGHER EDUCATION PAPERS TO BE GIVEN AT THE AERA, DIVISION F IN WASHINGTON, D.C. BETWEEN APRIL 20-24.

Symposium: History and Theory of Women's Studies Curriculum
Chair: Madeleine Grumet, University of Rochester
Discussants: Florence Howe, Feminist Press, City University of New York
Jo Anne Pagano, Colgate University

Historical Development of the Academic Profession
Chair/Discussant: Steven Diner, George Mason University

Papers: "The Place of Lecturing in Medieval Higher Education"
Wagner Thielens, Sr., Columbia University Teachers College

"College Faculty in the Age of the University: From Rags to Riches?"
W. Bruce Leslie, State University of New York at Brockport

"Developing 'A Scientific Spirit Among Women': Barnard College Scientists Margaret Maltby, Marie Reimer, Ida Ogilvie, 1900-1945"
Judith M. Walter, New York City Technical College, City University of New York

"Public Policy Research, Economics, and the Field of Industrial Relations: John R. Commons, AEA, and the Labor Relations Policy Debate, 1890-1916"
Clarence E. Wunderlin, Jr., George C. Marshall Research Library

Reform and Counterreform in Twentieth Century Higher Education: The Role of Private Foundations and Institutes

Papers: "Revisiting Hutchins and The Higher Learning in America"
Benjamin G. McArthur, Southern College of Seventh Day Adventists

"The Scholar in the Maelstrom: The Institute for Advanced Study in the 1930s"
Laura Smith Porter, Princeton University

"'The New Look': The Ford Foundation and the Revolution in Business Education"
Harold S. Wechsler, State University of New York at Buffalo

Historical Themes in Co-Education
Chair: Elizabeth Ihle, James Madison University

Paper: "Women's Sphere and Antebellum Education at Alfred University"
Kathryn M. Kerns, Alfred University

Discussant: Catherine Kelly, University of Rochester

NEW DEVELOPMENTS AT ARCHIVES AND REPOSITORES

Without the archives and institutional repositories, historians of higher education would have great difficulty in accomplishing their research efforts. Besides the archival regional directories for the St. Louis metropolitan area and the states of Kansas and California, the Chicago Area Archivists recently compiled a complete directory of Chicago repositories. Archival and Manuscripts Repositories in Metropolitan and the Calumet Region of Northwest Indiana edited by Conrad Borntrager, O.S.M., Michael J. Grace, S.J., Kevin B. Leonard, and Stephen McShane lists some 180 institutional repositories with descriptive information about their hours, restrictions, holdings (total volumes, inclusive dates, predominant dates, and guides), general description of their materials, and copy facilities. Funded by the Illinois Humanities Council and the National Endowment for the Humanities, this major resource document is available at Chicago metropolitan libraries, research universities, and local institutional archives. Any further information about this resource may be gained by calling Mary Janzen at the Chicago Historical Society (312) 642-4600 or Susan Sacharski at Northwestern University Memorial Hospital (312) 908-3090. (Special thanks must be given to Bro. Michael Grace, S.J., archivist at Loyola University Chicago for this information.)

HISTORY OF HIGHER EDUCATION ANNUAL

Subscriptions to the 1986 Annual. The editors of the History of Higher Education Annual, which is the only journal dedicated to the historical study of higher education, ask previous subscribers or new subscribers to order their issue now. The 1986 volume provides the finest research and analysis of issues associated with the history of higher education at the price of $10 (domestic) or $12.50 (overseas and Latin America). Please send your name, title, and address to: History of Higher Education Annual, Graduate School of Education, Lattimore Hall, University of Rochester, Rochester, NY 14627. Please make check payable to: "History of Higher Education Annual."

Call for Manuscripts for the 1987 Annual The editors would also welcome manuscripts for the next issue of the Annual. Please submit your work in triplicate. Only one copy of the manuscript should have a cover letter stating the name and institutional affiliation of all authors, since the manuscripts are refereed anonymously. Please send all correspondence and manuscripts to: History of Higher Education Annual, Graduate School of Education, Lattimore Hall, University of Rochester, Rochester, NY 14627.

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Announcing the history of higher education papers for the 1987 ASHE and AERA meetings! Looking forward to seeing you at the 1987 ASHE meeting in San Diego from February 14 to 17!